

27 Aug 01

DEPARTMENT OF THE AIR FORCE
Aerospace Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

A1230, FORCE PACKAGING

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RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New Lesson Plan	Supercedes ABC lesson 1120, dated 4 Oct 00

SUMMARY OF CHANGES

EDUCATIONAL GOALS

A1000 Area Objective: Apply aerospace power capabilities and officership principles to warfighting.

A1200 Phase Objective: Comprehend how the proper employment of aerospace systems enhances warfighting.

A1230 - FORCE PACKAGING

Lesson Objective 1: Know the concept of force packaging.

Samples of Behavior:

(R/S) 1.1 - State the definition of force packaging.

(R/S) 1.2 - List the elements of force packaging.

Lesson Objective 2: Know how to assemble an effective force package to achieve the objectives of aerospace operations.

Samples of Behavior:

(R/S) 2.1 - Identify the desired effects of aerospace operations.

(R/S) 2.2 - Identify the air and space power functions that must be accomplished to achieve those desired effects.

(R/S) 2.3 - Identify the air and space systems that could be used to perform those functions.

(R/S) 2.4 - Identify the capabilities and limitations of these air and space systems.

(R/S) 2.5 - Select the best combination of systems to maximize the benefit of each system's capabilities and minimize the liabilities of each system's limitations.

Lesson Description: This lesson introduces students to the interdependence of air and space systems. Students learn that air and space systems are best employed

together to achieve desired effects. First, students discuss the concept of force packaging. Then, small groups of students perform an exercise in which they brainstorm force packages to accomplish particular objectives. Finally, students report the results of their exercise to the rest of the flight.

Prerequisites: A1210, Air and Space Systems and Capabilities
A1220, Air and Space Power Functions

Preparation: Read A1230, Force Packaging.
Review A1210, Air and Space Systems and Capabilities.
Review A1220, Air and Space Power Functions.
Review AFDD 1, pp. 45-60.

Optional: N/A

Rationale/Linkage: The A1200 Phase of instruction focuses on proper employment of aerospace systems to achieve desired effects. In A1210, Air and Space Systems and Capabilities, students learn not only about individual systems' capabilities, but also about their limitations. In A1220, Air and Space Power Functions, students learn about the broad, fundamental, and continuing activities of air and space power that comprise the Air Force' basic functions, according to AFDD 1. This lesson integrates the information of those two lessons: In this lesson, students learn that we can best accomplish the functions of air and space power when different air and space systems work together, thereby achieving synergy. Students learn how we assemble force packages to maximize the benefit gained by each system's capabilities and minimize the liabilities of each system's limitations. Discussing the benefits of force packaging prepares students for Lesson A1250, Air Force Employment Exercise (AFEX), as well as for the A1300 Phase of instruction on the Air Force Core Competencies, and the A1700 Phase-- Blue Thunder.

INSTRUCTIONAL PLAN

1. **TITLE AND LENGTH OF SEMINAR:** Force Packaging (1:30)
2. **RELATION TO OTHER INSTRUCTION:** The A1200 Phase of instruction focuses on proper employment of aerospace systems to achieve desired effects. In A1210, Air and Space Systems and Capabilities, students learn not only about individual systems' capabilities, but also about their limitations. In A1220, Air and Space Power Functions, students learn about the broad, fundamental, and continuing activities of air and space power that comprise the Air Force' basic functions, according to AFDD 1. This lesson integrates the information of those two lessons: In this lesson, students learn that we can best accomplish the functions of air and space power when different air and space systems work together, thereby achieving synergy. Students learn how we assemble force packages to maximize the benefit gained by each system's capabilities and minimize the liabilities of each system's limitations. Discussing the benefits of force packaging prepares students for Lesson A1250, Air Force Employment Exercise (AFEX), as well as for the A1300 Phase of instruction on the Air Force Core Competencies, and the A1700 Phase--Blue Thunder.
3. **GENERAL METHOD OF INSTRUCTION:**
 - a. **Presentation Method:** Guided discussion and student exercise
 - b. **Time Outline:**

Segment Time	Total Time	Description
0:05	(0:05)	Introduction
0:10	(0:15)	MP I: Principles of Force Packaging
0:30	(0:45)	MP II: Student Exercise: Developing Force Packages
0:10	(0:55)	MP III: Counterair Package--Student Report
0:10	(1:05)	MP IV: Counterland Package--Student Report
0:10	(1:15)	MP V: CSAR Package--Student Report
0:10	(1:25)	MP VI: Operations that Enable Force Packaging
0:05	(1:30)	Conclusion

c. Instructor Preparation:

- Review the lesson plan.
- Read A1230, Force Packaging.
- Review A1210, Air and Space Systems and Capabilities.
- Review A1220, Air and Space Power Functions.
- Review AFDD 1, pp. 45-60.

d. Instructional Aids/Handouts:

- A1230-HO-1, Group #1, Counterair Operations Handout
- A1230-HO-2, Group #2, Counterland Operations Handout
- A1230-HO-3, Group #3, Combat Search and Rescue Handout

e. Student Preparation:

- Read A1230, Force Packaging.
- Review A1210, Air and Space Systems and Capabilities.
- Review A1220, Air and Space Power Functions.
- Review AFDD 1, pp. 45-60.

f. Strategy: This lesson is a guided discussion followed by a student exercise. First, discuss force packaging as a group. Then, divide the flight into three groups for the student exercise. Run through an example of force package development to help students understand the task of the exercise. Students will then spend 30 minutes brainstorming packages for different missions. After the exercise, the students will report their results to the class. After their report, the instructor should ask students to explain why they selected the systems they chose. If students overlook an important system, the instructor should ask questions to help them realize what they've forgotten--without giving away the "answer." For instance, if they assemble a strike package of only B-52s and KC-135s, don't ask, "What about an F-15C or EA-6B?" Instead, ask, "What limitations do B-52s and KC-135s have? How can you overcome these limitations?" This line of questioning will help students capture the essence of the lesson: We build force packages in order to best achieve the effects we desire, given the capabilities and limitations of the systems at our disposal.

g. References: N/A

4. DETAILS OF INSTRUCTION

a. Introduction: 0:05 (0:05)

1) //Attention//

{Instructor Note: Have the students take out a sheet of paper. Tell them to draw a picture of an airplane. Give them about 2 minutes. After two minutes, have them show their artwork to the other students.}

As you can see from your own artwork, there are many different ways to draw an airplane, and there are many different styles of art. There are also various levels of artistic talent, and with practice you can improve your artistic talent. Force packaging is similar to art--in fact, it is sometimes called “operational art.” There are many different ways to approach the same aerospace operation, and practice and experience make for much better force packaging.

{Instructor Note: Alternate attention step: Have students describe what they would need for a successful car trip to the mountains. A lot of things would be necessary for a successful trip (plenty of gas, a vehicle in good repair, snow tires). A force package is everything that is required for a successful “trip” into enemy territory.}

But why is force packaging so important? Can any one aircraft accomplish its mission alone? Not really! If a B-52 is conducting a bombing mission, it is unlikely to perform the entire mission by itself. Most likely, other aircraft will come along as part of the bombing mission: F-15Cs would likely accompany the B-52 to provide air-to-air defense, a radar-jamming EA-6B, might come along to jam missile defense radar stations, or (at least) KC-135s would have to refuel the B-52. Space systems would also contribute to this mission, but these assets are not considered a part of the aircraft package that we’ll talk about in this lesson.)

2) //Motivation//

You’ve studied our air and space order of battle, as well as the functions of air and space power. In this lesson, we’ll explore the concept of force packaging. You’ll discover that in order to produce the effects we want an air operation to achieve, we have to employ a combination of the air and space systems we’ve discussed.

3) //Overview//

First, we'll define and discuss force packaging. Then we will go over a simple example of a force package. Then, you will be split up into three groups to assemble a force package for a specific mission. You'll have to consider the air and space power functions involved in accomplishing the mission. You will have to remember which systems are capable of performing these functions, and you'll have to work around their limitations. To minimize the impact of these limitations, you'll see that different air and space systems often work together to achieve the desired effects.

b. MP I: Principles of Force Packaging: 0:10 (0:15)

QUESTIONS

LEAD OFF QUESTION (LOQ): WHAT IS “FORCE PACKAGING?”

AR:

- Integration of different assets to achieve specific desired effects in the best possible way.

FOLLOW-UP QUESTION (FUQ): WHICH PRINCIPLES OF WAR AND TENETS OF AIR AND SPACE POWER HELP EXPLAIN HOW AND WHY FORCE PACKAGING WORKS?

AR:

- Principles of War: Unity of Command, Economy of Force, Mass
- Tenets of Air and Space Power: Operations must achieve Concentration of Purpose, Produces Synergistic Effects, Operations must be Balanced

FUQ: HOW DO WE KNOW WHICH SYSTEMS TO PUT TOGETHER AND WHAT WORKS BEST IN DIFFERENT SITUATIONS?

AR:

- By learning as much as possible about the different systems and capabilities (both ours and the enemy's)
- By studying doctrine (both ours and the enemy's)
- By practicing force packaging in war games and simulations
- Developing an “eye” for operational art

FUQ: WHAT EXACTLY IS A FORCE PACKAGE?

AR:

- A system, or group of systems, put together to carry out a particular mission, i.e. destroy a radar station
- Systems are packaged to compliment each other and compensate for limitations

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): OK--YOU UNDERSTAND THE CONCEPT OF FORCE PACKAGING. NOW, LET'S DO A HANDS-ON EXERCISE TO HELP YOU INTERNALIZE THE CONCEPT, SO YOU CAN DEVELOP YOUR OWN SENSE OF THE OPERATIONAL ART.

Your task is to retrieve a pilot who was shot down over enemy territory. The sheet I am about to give you has a detailed map of the region. You will be divided into three groups. All three groups must work together to complete the task. Each group will have their own sub-set of objectives that they are required to meet. While you are creating your packages, make sure you are thinking about the package timing and what functions of aerospace power are being performed.

Before you start, let's go over an example and discuss a step-by-step method to help you build your packages.

{Instructor Note: Divide the flight into 3 groups (of 5, 4, and 4). Give handout A1230-HO-1 to the group of 5. Give A1230-HO-2 & HO-3 to the groups of 4. Tell the students to share the handouts with the members of their group.}

LOQ: LOOK AT THE MAP ON THE HANDOUT. IF, UNDER THE OVERALL OBJECTIVE OF ACHIEVING AIR SUPERIORITY, YOU ARE TASKED WITH DESTROYING THE SOUTHERNMOST SAM (SURFACE-TO-AIR MISSILE) SITE. WHAT IS THE DESIRED EFFECT YOU HOPE TO ACHIEVE?

AR:

- We want to keep the SAM from shooting down our aircraft. (One way to do this would be to destroy the SAM.)

FUQ: WHAT IS ONE SYSTEM THAT CAN ACHIEVE THIS EFFECT?

AR:

- B-1, F-117, B-52, F-15E, etc.

{Instructor Note: Have students pick only one system.}

FUQ: WHAT ARE THE LIMITATIONS OF THIS SYSTEM?

AR:

- Based on different system selections, various answers include: unable to protect itself, slow and not very maneuverable, easily detected by radar

FUQ: WHICH SYSTEMS CAN COMPENSATE FOR THESE LIMITATIONS?

AR:

- Various answers include escort by F-15C, jamming by EA-6B, etc.

FUQ: WHAT ENEMY THREATS MUST YOU CONSIDER?

AR:

- Possible enemy fighters
- The SAM itself and other SAMs in the area

FUQ: WHAT CAN WE DO TO COUNTER THESE THREATS?

AR:

- Send F-15 escorts
- Jam threat radar systems
- Destroy enemy comm relay with another package

When you combine all of the systems that we just talked about, you get a force package, a group of systems that work together to achieve the desired effect.

That is just one way of destroying that SAM site. There are numerous packages that could be made to destroy that site. That's why there's an element of operational art to this process. Now, it is your turn.

The following steps can help you in developing packages.

{Instructor Note: You may want to write this on the whiteboard for the students. This will provide a little guidance for the students as they perform the exercise.}

1. Determine the objective and which targets you need to affect to achieve that objective.
2. Determine which systems can achieve those desired effects.
3. Determine the limitations of those systems.
4. Determine which systems can compensate for those limitations.
5. Look at the enemy threat and determine which systems can counter that threat (or, determine whether that threat is a target that needs to be affected by another package).
6. Think about support elements. While not a part of the strike packages, support packages are necessary for success. We'll talk more about support after your briefings.

Work with one package at a time. There are numerous ways to approach the problem. Follow one idea through and then start on another idea.

c. MP II: Student Exercise: Developing Force Packages: 0:30 (0:45)

{Instructor Note: Assist the groups as necessary. There are no limits to the number of assets they wish to use. You may want to write the overall objective, "Retrieve the downed pilot," on the board to remind the students of the overall goal.}

Monitor the groups to ensure that they are on the right track. Ask and answer questions as needed.}

d. MP III: Counterair Package--Student Report: 0:10 (0:55)

{Instructor Note: The following list will help you debrief the group. Allow the students time to report their entire solution, then fill in any holes in their solution using the guidance below.}

	YES	NO	NOTES
Did the students use the systems correctly?			
Did the students compensate for any limitations of these systems?			
Did the students consider timing or sequence of operations in their plan?			
Can the students list the functions of air and space power that they used to meet their objectives?			

The following is a recommended list of effects we might want to achieve and systems we might package together to achieve these effects (but not the only solution):

- Establish our Command and Control (C2)
 - E-3 AWACS, plus KC-10 or KC-135 for refueling, plus F-15, F-16, F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP), possibly include EC-130E Airborne Battlefield Command and Control Center (ABCCC)
- Degrade enemy C2
 - F-117 (strikes alone to maintain stealth), plus KC-10 / KC-135 for refueling
- Neutralize enemy air defenses
 - EA-6B Prowler for offensive counterair (OCA)--zone Suppression of Enemy Air Defenses (SEAD; EA-6B can jam SAM radar and EW radar for an entire strike package); F-16CJ or F/A-18 for target SEAD (both carry High-speed Anti-Radiation Missiles (HARMs)
- Deny the enemy use of its space capability
 - MC-130E/H Combat Talon, MH-53 Pave Low, or MH-60G Pave Hawk to drop Special Operations Forces (SOF) to destroy ground stations, plus MC-130P Combat Shadow for refueling the helicopters
- Neutralize enemy fighters in enemy territory
 - F-15C, F-16, or F/A-18 for offensive counterair (OCA)--sweep and escort

- Provide air defense over our territory
 - F-15C, F-16, or F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP, which occurs over friendly territory)
- Attack enemy airbase to ensure air superiority
 - -B-52 to attack airbases, plus F-15 to escort the B-52
- Extend the range and endurance of our air operations
 - KC-135 or KC-10 to refueling any aircraft during the initial run into enemy territory and possibly to refuel them on the way back to base
- Other support as required
 - Although not force package assets that would be documented on an Air Tasking Order (ATO), each of the above force packages would require precise navigation from the Global Positioning System (GPS) and secure communications provided by Defense Satellite Communications System (DSCS)

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): NOW, LET'S SAY THESE AIR SUPERIORITY FORCE PACKAGES HAVE ACHIEVED THE DESIRED EFFECTS: THE ENEMY'S C2 NETWORK IS SERIOUSLY DEGRADED, THEIR EW RADAR AND SAM SITES ARE NO LONGER EFFECTIVE, AND WE HAVE DESTROYED MANY OF THEIR AIRCRAFT EITHER IN THE AIR OR ON THE GROUND. LET'S TURN TO ANOTHER MISSION: LET'S SAY OUR OWN GROUND FORCES ARE CROSSING THE BORDER, AND WE WANT TO ATTACK THE ENEMY'S GROUND FORCES.

e. MP IV: Counterland Package--Student Report: 0:10 (1:05)

{Instructor Note: The following list will help you debrief the group. Allow the students time to report their entire solution, then fill in any holes in their solution using the guidance below.}

	YES	NO	NOTES
Did the students use the systems correctly?			
Did the students compensate for any limitations of these systems?			
Did the students consider timing or sequence of operations in their plan?			
Can the students list the functions of air and space power that they used to meet their objectives?			

The following is a recommended list of effects we might want to achieve and systems we might package together to achieve these effects (but not the only solution):

- Establish our Command and Control (C2)
 - E-3 AWACS, plus KC-10 or KC-135 for refueling, plus F-15, F-16, F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP), possibly include EC-130E Airborne Battlefield Command and Control Center (ABCCC)
- Degrade enemy C2
 - F-117 (strikes alone to maintain stealth), plus KC-10 / KC-135 for refueling
- Neutralize enemy air defenses
 - EA-6B Prowler for offensive counterair (OCA)--zone Suppression of Enemy Air Defenses (SEAD; EA-6B can jam SAM radar and EW radar for an entire strike package); F-16CJ or F/A-18 for target SEAD (both carry High-speed Anti-Radiation Missiles (HARMs)
- Deny the enemy use of its space capability
 - MC-130E/H Combat Talon, MH-53 Pave Low, or MH-60G Pave Hawk to drop Special Operations Forces (SOF) to destroy ground stations, plus MC-130P Combat Shadow for refueling the helicopters
- Neutralize enemy fighters in enemy territory
 - F-15C, F-16, or F/A-18 for offensive counterair (OCA)--sweep and escort

- Provide air defense over our territory
 - F-15C, F-16, or F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP, which occurs over friendly territory)
- Attack enemy army to prevent movement of any forces towards the downed pilot
 - A-10 to attack enemy army's assets, plus F-15 to escort the A-10
- Extend the range and endurance of our air operations
 - KC-135 or KC-10 to refuel any aircraft during the initial run into enemy territory and possibly to refuel them on the way back to base
- Other support as required
 - Although not force package assets that would be documented on an Air Tasking Order (ATO), each of the above force packages would require precise navigation from the Global Positioning System (GPS) and secure communications provided by Defense Satellite Communications System (DSCS)

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): THERE'S ANOTHER IMPORTANT MISSION WE NEED TO ADDRESS: HOW DO WE ACTUALLY GET THE DOWNED PILOT OUT OF ENEMY TERRITORY?

f. MP V: CSAR Package--Student Report: 0:10 (1:15)

{Instructor Note: The following list will help you debrief the group. Allow the students time to report their entire solution, then fill in any holes in their solution using the guidance below.}

	YES	NO	NOTES
Did the students use the systems correctly?			
Did the students compensate for any limitations of these systems?			
Did the students consider timing or sequence of operations in their plan?			
Can the students list the functions of air and space power that they used to meet their objectives?			

The following is a recommended list of effects we might want to achieve and systems we might package together to achieve these effects (but not the only solution):

- Establish our Command and Control (C2)
 - E-3 AWACS, plus KC-10 or KC-135 for refueling, plus F-15, F-16, F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP), possibly include EC-130E Airborne Battlefield Command and Control Center (ABCCC)
- Degrade enemy air defenses
 - EA-6B Prowler for offensive counterair (OCA)--zone Suppression of Enemy Air Defenses (SEAD; EA-6B can jam SAM radar and EW radar for an entire strike package)
- Neutralize enemy fighters in enemy territory
 - F-15C, F-16, or F/A-18 for offensive counterair (OCA)--sweep and escort
- Provide air defense over our territory
 - F-15C, F-16, or F/A-18 for defensive counterair (DCA)--Combat Air Patrol (CAP, which occurs over friendly territory)
- Rescue the downed pilot
 - MH-53 Pave Low or MH-60G Pave Hawk to pick up the downed pilot, plus MC-130P Combat Shadow for refueling the helicopter

- Extend the range and endurance of our air operations
 - KC-135 or KC-10 to refuel any aircraft during the initial run into enemy territory and possibly to refuel them on the way back to base
- Other support as required
 - Although not force package assets that would be documented on an Air Tasking Order (ATO), each of the above force packages would require precise navigation from the Global Positioning System (GPS) and secure communications provided by Defense Satellite Communications System (DSCS)

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): BY NOW, YOU CAN SEE HOW FORCE PACKAGING IS AN IDEAL TECHNIQUE FOR ACHIEVING DESIRED EFFECTS IN AIR OPERATIONS. BUT YOU SHOULD ALSO CONSIDER THE BIGGER PICTURE--THE OPERATIONS THAT YIELD THE INFORMATION WE NEED TO BUILD EFFECTIVE FORCE PACKAGES.

g. MP VI: Operations that Enable Force Packaging: 0:10 (1:25)

There are certain functions that enable all of the packages we just talked about. While not part of the packages per se, these support functions and the systems that perform them are crucial to our efforts. Let's talk about them now.

LOQ: RECALL OUR SAM SITE EXAMPLE. WHICH SUPPORT FUNCTIONS WOULD BE NECESSARY TO ENSURE THE SUCCESS OF THAT MISSION?

AR:

- Refueling, navigation and positioning, command and control, weather, intelligence, surveillance, and reconnaissance information

FUQ: WHICH SYSTEMS COULD PERFORM SOME OF THESE ROLES?

AR:

- KC-10 and KC-135, GPS satellites, AWACS, DSCS, DMSP, etc.

LOQ: WHAT IS ONE OF THE MOST IMPORTANT SUPPORT FUNCTIONS? THAT IS, WHAT MUST WE HAVE BEFORE WE EVEN START PLANNING A PACKAGE?

AR:

- We must have accurate information

LOQ: WHAT KIND OF INFORMATION ABOUT AN ENEMY--BOTH BEFORE AND DURING OPERATIONS--DO WE NEED IN ORDER TO BUILD EFFECTIVE FORCE PACKAGES?

{Instructor Note: Many responses are possible.}

AR:

- Ground force size & location
- Air forces and air defenses
- Topography and weather
- Communication nodes
- Supply lines
- Battle damage assessment (BDA)
- Enemy doctrine

FUQ: WHICH FUNCTIONS OF AIR AND SPACE POWER CAN WE EMPLOY TO GATHER THIS INFORMATION?

AR:

- Intelligence
- Surveillance
- Reconnaissance
- Navigation and Positioning
- Weather Services
- Special Operations Employment

LOQ: WHICH SYSTEMS COULD WE USE TO GATHER ACCURATE, UP-TO-DATE, AND COMPLETE INFORMATION, AND DELIVER IT TO FIELDED FORCES IN A TIMELY MANNER?

AR:

- Global Positioning System (GPS) for precise navigation and positioning
- Defense Satellite Communications System (DSCS), MILSTAR, and UHF Follow-On (UFO) for secure communications and reporting intelligence to commanders
- Defense Meteorological Satellite Program (DMSP) for gathering weather data
- U-2 Dragon Lady to survey enemy territory for several hours each sortie, plus KC-135 or KC-10 for refueling
- Predator to survey enemy territory, plus airlift and refueling to bring ground crews to the theater to fly it. Note: Predator has limited range
- Global Hawk to survey enemy territory, plus satellite systems to transmit its flight control commands and imagery. (Can cover vast distances and stay on station very long, so perhaps no ground crew transport would be necessary)
- MC-130E/H Combat Talon, MH-53 Pave Low, or MH-60G Pave Hawk to infiltrate, resupply, and exfiltrate Special Operations Forces to perform ISR, plus MC-130P for refueling the helicopters
- National Systems (“spy satellites”) for Imagery Intelligence (IMINT) and Signals Intelligence (SIGINT). Note: a risk-free source of information, but details of their orbits could limit our coverage of significant sites
- Defense Support Program (DSP) for Surveillance--would let us know if the enemy launches theater ballistic missiles

Some of these support assets can be assigned to force packages in an Air Tasking Order (ATO). Sometimes, they operate in their own force package. And sometimes, some of these assets (mainly satellites) are not assigned to any package. But one fact is certain: All of these support functions are vital to mission success.

h. Conclusion: 0:05 (1:30)

1) //Summary//

In this lesson, you’ve learned how to create force packages by integrating air and space systems that perform various air and space power functions. You’ve seen how

force packaging fulfils the Principles of War and Tenets of Air and Space Power, so we can employ aerospace power to achieve the effects we desire.

2) //Remotivation//

Throughout ABC, you'll get several opportunities to practice the operational art of force packaging--such as in the upcoming Air Force Employment Exercise (AFEX). If you fully understand how force packaging enables us to achieve desired effects, you'll also have a greater appreciation for the significance of the Air Force Core Competencies when we cover them in the A1300 Phase of instruction.

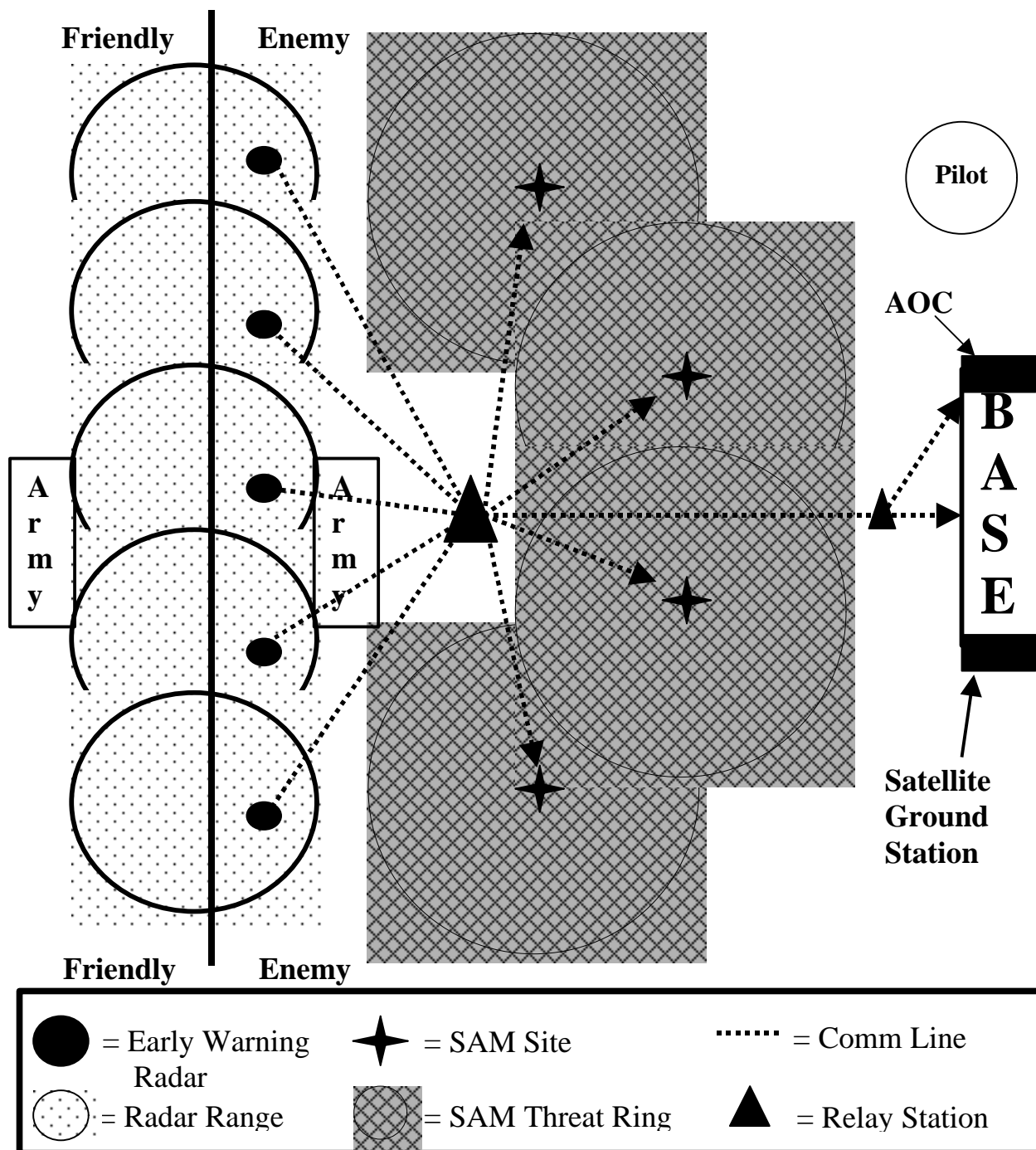
3) //Closure//

Keep in mind that all of the systems we've covered have both capabilities and limitations. Understanding this is the key to effective force packaging: We can maximize the benefit gained by each system's capabilities and minimize the liabilities of each system's limitations when we assemble force packages carefully.

Group #1: Counterair Operations Handout

Your group's goal is to develop package(s) to attack the enemy airfield and gain air superiority for the pilot rescue operation.

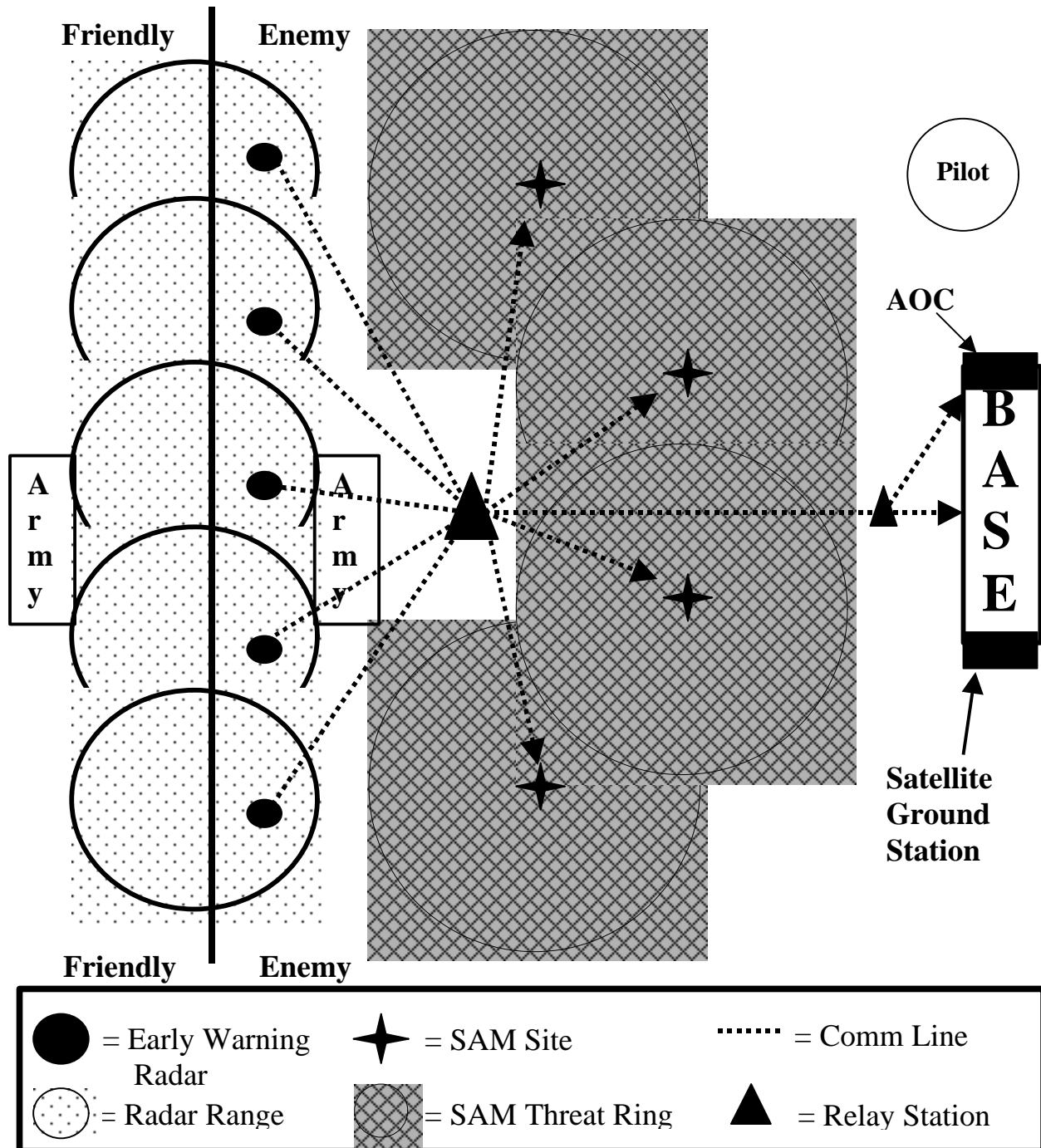
Here is a map of the area to aid with your planning:



Group #2: Counterland Operations Handout

Your group's goal is to develop package(s) to attack enemy ground forces so that they are drawn away from the area where the pilot is located, and to support our own ground forces.

Here is a map of the area to aid with your planning:



Group #3: Combat Search and Rescue Handout

Your group's goal is to develop package(s) to rescue the downed pilot.

Here is a map of the area to aid with your planning:

